

C
S. W. T 31 n s H
1903/04

Category 1902-3

TEXAS
NORM
SCH.

ANNOUNCEMENT

OF THE

SOUTHWEST TEXAS STATE NORMAL SCHOOL

FOR THE

UNIVERSITY OF TEXAS LIBRARY

FEB 1 1921

ANNUAL SESSION

BEGINNING SEPTEMBER 9, 1903, AND ENDING MAY
17, 1904.

SAN MARCOS, TEXAS.



AUSTIN:

VON BOECKMANN-JONES COMPANY, STATE PRINTERS,
1903.

1903-1903-4

ANNOUNCEMENT

OF THE

SOUTHWEST TEXAS STATE NORMAL SCHOOL

FOR THE

ANNUAL SESSION

BEGINNING SEPTEMBER 9, 1903, AND ENDING MAY
17, 1904.

SAN MARCOS, TEXAS.



AUSTIN:
VON BOECKMANN-JONES COMPANY, STATE PRINTERS,
1903.



Digitized by the Internet Archive
in 2014

STATE BOARD OF EDUCATION.

HIS EXCELLENCY S. W. T. LANHAM,
Governor and ex-officio President.

HON. R. M. LOVE,
Comptroller of Public Accounts.

HON. J. R. CURL,
Secretary of State.

Secretary of Board.
HON. ARTHUR LEFEVRE,
State Superintendent of Public Instruction.

LOCAL BOARD OF DIRECTORS AND BOARD OF VISITORS.

HON. W. D. WOOD,
HON. S. V. DANIEL,
HON. ED. J. L. GREEN.

CALENDAR FOR 1903-1904.

Annual Session will open September 9, 1903, and close May 17, 1904.

TERMS.

September 9, 1903..... First Term..... November 14, 1903.
November 15, 1903..... Second Term..... January 16, 1904.
January 17, 1904..... Third Term..... March 19, 1904.
March 20, 1904..... Fourth Term..... May 17, 1904.

FACULTY FOR 1903-1904.

THOMAS G. HARRIS, PRINCIPAL,
Professional Work.

J. E. BLAIR,
English.

J. S. BROWN,
Mathematics.

MRS. LUCY BURLESON,
Secretary, Librarian, and Assistant in English.

MISS MARY STUART BUTLER,
Vocal Music.

MRS. FITZ-HUGH FOSTER,
Assistant in History.

ALFRED FRESHNEY,
Physics and Chemistry.

MISS LULA HINES,
Primary Work, Reading, and Physical Culture.

MISS HELEN HORNSBY,
German.

W. A. PALMER,
History and Civics.

MISS ANNIE PEARSALL,
Primary Work, Geography, and Drawing.

JOHN E. PRITCHETT,
Latin.

MISS JESSIE A. SAYERS,
Assistant in Mathematics.

MRS. LILLIE T. SHAVER,
Assistant in English.

MISS MAUD M. SHIPE,
Assistant in Professional Work.

S. W. STANFIELD,
Biological Sciences and Penmanship.

MISS KATE E. WHITE,
Assistant in English.

SOUTHWEST TEXAS STATE NORMAL SCHOOL.

HISTORY.

The first important step toward the establishment of a State Normal School at San Marcos was taken in 1893 by the Twenty-third Legislature in the passage of an act from which this extract is taken: "Teachers holding a diploma from a Texas normal school, or from the Peabody Normal School at Nashville, Tennessee, or the North Texas Normal College of Denton, Texas, or the Coronal Institute at San Marcos, Texas, may teach in the public schools of this State during good behavior, and such diplomas shall rank as permanent certificates; and such teachers shall not be subject to examination by any board of examiners; provided, that the State Board of Education, together with the State Superintendent of Public Instruction, shall prescribe the course of study which teachers shall complete in the North Texas Normal College and Coronal Institute, before their diplomas from the same shall have the force of life certificates," etc.

While the management of Coronal Institute, because of an unwillingness to change the course of study to that of a normal school, did not take advantage of the privileges offered in the statute quoted, yet this act of the Legislature had an important effect in centering attention upon San Marcos as a favorable location for a State Normal School.

At its regular session in 1899, the Twenty-sixth Legislature passed "An Act to provide for the establishment, maintenance, and government of a State Normal School to be located at San Marcos, in Hays county, Texas, and to be known as the Southwest Texas Normal School." By the terms of this act the Normal was located "on a plot of ground containing about eleven acres, and known as Chautauqua Hill," donated to the State for this purpose by "the city of San Marcos and the citizens thereof," and this "said property" was placed "under the management and control of the State Board of Education, for the purpose of establishing and maintaining the aforesaid Southwest Texas Normal School, which shall be done so soon as said State Board of Education shall deem it advisable, and suitable provisions are made to carry into effect this act."

By an act approved March 28, 1901, the Twenty-seventh Legislature, at its regular session, appropriated the sum of twenty-five thousand dollars for the erection of a building for the use of the Southwest Texas State Normal School, placed the school under the management of the State Board of Education, authorized the State Board of Education to "appoint a local board of three trustees for the Southwest Texas Normal," made the rules and regulations provided by law for the government of the Sam Houston Normal Institute applicable so far as practicable to the government and control of the Southwest Texas Normal School, gave the State Board of Education authority to "exercise all the powers and control over the Southwest Texas Normal that said board

is authorized by law to exercise over the Sam Houston Normal Institute," and directed "that said board, at the earliest practical moment, proceed to have erected on the aforesaid eleven acres of land suitable and necessary buildings for the accommodation of the pupils in said school."

At its second called session, by an act approved October 2, 1901, the Twenty-seventh Legislature appropriated an additional sum of twenty thousand dollars to "complete building and equip same."

The State Board of Education at once appointed Hon. W. D. Wood, Hon. Ed. J. L. Green, and Hon. S. V. Daniel members of the Local Board of Trustees. Under the immediate supervision of this Local Board, with the general direction and approval of the State Board of Education, the magnificent brick building that now stands upon the crest of Chautauqua Hill was planned, erected, and equipped.

In April, 1903, the State Board of Education elected the principal and teachers, whose names appear on a preceding page; later the Board designated September 9, 1903, as the day for the opening of the first session of the school.

LOCATION.

The one matter upon which there is no difference of opinion is that in all the advantages of a beautiful site amid inspiring surroundings, the location of the Southwest Texas Normal is ideal. In regard to this location, the following statements, which clearly portray but do not in any way exaggerate the native charms and wholesome environments of the situation, are taken from an address issued by a citizens' meeting held in San Marcos, January 5, 1901:

"All over the broad State of Texas San Marcos is renowned for its beautiful river and healthful location, for its schools, its churches and the high moral tone of its citizenship.

"Nestling in the valley and dotting the hillsides with its homes, the town of San Marcos is near the head of the river that gives her name. *Ten churches rear their spires heavenward, beacons that bespeak a God-fearing and law-abiding community.*

"On eminences overlooking the town, 'Coronal Institute' and the public school building indicate her interest in education, and well paved and macadamized streets emphasize the public spirit and enterprise of her people. More than thirty mercantile establishments do lucrative business with the town and vicinage, while other industries give employment to her energetic citizens.

"A glance at a railroad map of the State will easily disclose the advantages of San Marcos for a State institution, by reason of its accessibility. Two great trunk lines of railroad with their close connections make it possible for the student whose means require a close calculation of expenses to reach his school in San Marcos without the disadvantages of vexatious and costly delay, occasioned by faulty connections or a long circuit of unnecessary railroad travel.

"Near the head of the San Marcos river, and overlooking its meanderings, a cedar crowned hill, whose beauty attracts the eye of every visitor, which for years was the home of the San Marcos Chautauqua, has been donated by the city of San Marcos to the State of Texas as a site for this Normal School.

"The fitness of the location is recognized and approved by all who have been so fortunate as to visit it, commanding as it does, an almost limitless view and presenting on every side an attractive landscape.

"At the very foot of the hill lie the premises of the United States Fish Cultural Station, yet in its earlier years, but presenting a picture of varied water and landscape scenery, which when fully developed will have no rival in attractiveness and practical utility, which in itself will be suggestive to pupils of the Normal School of new fields for their study and investigation. The advantages of proximity to the Fish Cultural Station will be apparent to all who favor the widest scope of instruction in our public schools.

"It has been said that in no respect has the wisdom of the American statesman been more fully displayed than in the selection of the sites for the two great schools, the Military Academy at West Point and the Naval Academy at Annapolis. Meet them where you may, in tented field, on warship-deck, or in the social circle, the graduates of these schools never fail in attributing to the surroundings of their 'Alma Maters' an influence for good, that, perhaps, would have never been manifest had their locations been other than they are.

"At West Point, the lordly Hudson, flowing through the beautiful hills, presents a landscape of indescribable grandeur, and, blended with its romantic history, leaves fixed in the minds of the young soldiers who are educated there an appreciation of duty, a manliness that few forget, and no school in the world has graduated a higher class of men in all the attributes of honor, courage, and patriotism. Nor can less be said of the fitness of Annapolis as the Naval School. The broad Severn River and the beautiful Chesapeake Bay are suggestive of the lives these young sailors must lead, and all agree that perhaps no other location on our coast would have had the same elevating and ennobling effect that this one has.

"What then may be said of San Marcos, the seat of one of the State's great institutions? Its river not lordly but more beautiful than the Hudson, with hills more picturesque; no sight of sea, but a landscape stretching far and away and presenting a varying view of hill and dale fair as the fairest of the land.

"The river, pure as a maiden's dream, will prove suggestive of high aims and noble ambitions, and the green hills will have their influence, giving to the State as a disburser of its bounty, teachers who, while drinking deep from the fountain of knowledge, will have absorbed from their surroundings an ennobling influence, a sense of duty that will impel them to their best efforts."

PURPOSES.

This is a Normal School, established for the education of teachers. Its distinctive purpose is to fit young men and young women for the profession of teaching. Scholarship is an essential element in the preparation that fits for the profession of teaching. Hence the purpose will be to conduct such educational processes as will result in scholarship. But, in addition to scholarship, the teacher needs such special training as will give insight into the problems of education and efficiency

in the art of teaching. This school will aim to meet this demand. It should be kept in mind, however, that this school is not a university, or even a college. It is a Normal School. It will therefore not hope or endeavor to give its students a university or college education. It may hope to lead its students to see the advantages of higher education, and it may hope to influence them to seek these advantages in college or university; but it can not undertake itself to give them.

Within the scope of its curriculum its aim will be thoroughness, soundness, and accuracy in scholarship; but this scope is limited to the field of accepted Normal School work, and beyond this scope there will be no pretense to academic training. In connection with, and in addition to, the acquisition of the scholarship that should come from the mastery of the established curriculum, serious, systematic, persistent effort will be made to direct students in such lines of thought and investigation as will lead to acquaintance with the history of education, with approved methods of teaching, with the practical problems of school management, and, in general, with the fundamental principles of the science of education and the art of teaching. These, in brief, will be the purposes of the school.

COURSE OF STUDY.

In planning the course of study it has been thought best to provide for certain required studies, and for certain electives. The required studies are those included in these departments: 1. English; 2. Mathematics; 3. History, Civics, and Geography; 4. The Sciences prescribed by statute for the public schools, physiology, physics, and chemistry; 5. Professional work. The electives are as follows: 1. Latin; 2. German; 3. Sciences not prescribed by statute for public schools, botany, physiography, and zoology.

A three years' course has been arranged in each of the eight lines of study named. Each student will be required to take all of the five required courses, and some one, but only one, of the three optional courses. A student having once chosen and begun any one of the optional courses will be required to complete that full course, and will in no case be permitted to give up that course for one of the other optional courses.

DIVISIONS OF WORK.

Each entire course covers three years of nine scholastic months, or thirty-six weeks each. The first year is designated as the Freshman Year, the second as the Junior Year, and the third as the Senior Year. Each year is divided into four quarters, designated as first, second, third, and fourth quarter, respectively.

This course of study is merely tentative and is subject to change as conditions may require.

OUTLINES OF COURSES.

ENGLISH.

MR. BLAIR, MISS WHITE, AND MRS. SHAVER.

Grammar.—In the study of English Grammar the following purposes will be emphasized:

1. To put the language work of the elementary schools upon a scientific basis by giving teachers a thorough knowledge of language structure and agreement.

2. To produce greater effectiveness of speech.

3. To secure mental discipline.

As the thought is the unit of mental action, so the sentence is the unit of lingual expression. The effort will be to lead the student to understand the sentence and its construction, the classification of words from observation of their uses in the sentence, inflection, analysis, and parsing.

The subject will be pursued as a study of the language by which the student expresses himself, as well as the study of the forms used by great writers to give their thoughts to the world.

Much attention will be given to correct orthography, pronunciation, forms of expression, sentence structure, and sentence arrangement, as well as to sentential analysis.

In the fourth term of the Senior year, a professional review of the subject will be given, involving a logical classification of the subject matter with special reference to the identification and application of the pedagogical principles upon which instruction in grammar should be based.

Composition and Rhetoric.—The end of all English training is expression. The aim will be to develop the powers of self-expression side by side with knowledge and interest, so that the student may acquire the ability to use the mother tongue with accuracy, cogency, and elegance.

As in grammar, the relations of words to each other in the sentence form the subject of study, so in rhetoric, the work advances to the study of the relations of the sentences in the paragraph and composition.

The class-room work will consist of the study of rhetorical principles, impromptu writing, and the discussion of compositions written by members of the class. Abundant practice in writing will be required, beginning with frequent exercises in constructing the simple paragraph, and proceeding gradually to less frequent exercises in the more complex forms of theme development. Attention will be given to spelling, punctuation, and syntax.

In the early exercises, the critical side should be subordinated to the creative, stimulating side. Stress will be laid upon practice rather than theory. Special attention will be given to paragraph structure.

The work in composition will be closely correlated with the study of standard literary models.

Literature.—In this subject the following aims will be kept in view:

1. To give the student a clear conception of the development of the

greater forms of literary expression in their relation to the history of English and American civilization.

2. To establish the habit of discriminating reading and study, and to develop a genuine appreciation of the best literature by introducing the student to as many masterpieces as possible in such way as to enable him to apprehend their spiritual and artistic elements.

3. To arouse the critical faculty, and by contact with the masters of expression to develop intelligent enjoyment of literature as an art, and thus to cultivate and refine the student's own style.

The recitation of selections, readings in class, private readings and study, with oral discussions and prepared themes are the principal means by which these purposes are to be accomplished.

The practice work in grammar and composition will be continued by frequent paraphrases and critical papers on topics suggested by the readings.

Students will be encouraged to make liberal use of the library under proper guidance, and detailed reports of their private readings will be required. The history of literature will be taught only in a subordinate way to enable the student to understand the setting of an author's works, the emphasis being given to the study of the literature itself.

As a guide to teachers, a suggestive course in English classic readings, for use in primary and grammar schools, will be formulated.

MATHEMATICS.

MR. BROWN AND MISS SAYERS.

The paramount purpose of all instruction in the department of Mathematics will be to develop in the pupils ability to reason clearly and logically.

The fundamental principles of the science will be clearly investigated before the rules and formulas are deduced.

The ability to reason, not simply the power to memorize, will be made the criterion of acceptable work.

Arithmetic.—Since a fair, general knowledge of Arithmetic is required for admission to the Normal, this subject will be given only in the first two terms.

The time will be spent in a review of the whole subject, such parts being stressed as the condition of the class requires.

Algebra.—In order to give time for the review indicated above, the work in Algebra will not begin till the second term of the Freshman Year.

It will be taught as generalized Arithmetic, care being taken to show the intimate relation of the two subjects.

The Freshman Class will finish the subject through equations of the first degree. The Junior Class will complete the subject in their last term.

Geometry.—The work in Geometry will begin in the third term of the Freshman Year and continue through the second term of the Senior Year.

Much attention will be given to original work, and the ability to do such work will be the test of efficiency in the subject.

Trigonometry.—The course in Trigonometry embraces only Plane Trigonometry. It will be given during the last two terms of the Senior Year.

Bookkeeping.—The course in Bookkeeping is designed to meet the requirements of a Permanent State Certificate. It will be such as will enable those completing it to keep an ordinary set of books. It will be given during the last two terms of the Senior Year.

GERMAN.

MISS HORNSBY.

It is now generally recognized that the disciplinary training received in the study of modern languages, when properly taught, is equal to that obtained from the study of any language. In admitting this fact, President Eliot says: "It seems to me that the teaching of modern languages in many of the schools has now reached such a stage that we may fairly say that a training in French or German, or both, can be given which is just as substantial, strong, and useful as any other that is given in the same period." The reasoning powers of the student can and ought to be developed by a careful study of idiomatic and peculiar expressions in German as well as in Latin or Greek. With this end in view, there will be given throughout the German course thorough and systematic drill in the laws and forms of grammar.

Conversational methods will sometimes be used as an aid and a stimulus in this work. We believe, however, that the best results in literary training come from the most careful and thorough training in the principles of grammar. Too often the superficial conversational methods that claim to give one "mastery of a language in six months" lead to anything but accuracy of knowledge, and force and clearness of thought.

Fully as important as the disciplinary value are some of the other advantages to be derived from the study of a modern language,—the knowledge gained of the life and literature of the country in which the language is spoken, the ability to read the foreign language for information, at all times so necessary in any branch of science, and the practical knowledge of the language, which is of great use in business and travel. The German literature is peculiarly rich. It goes without saying, that in nearly all branches of knowledge much of the best that has been written and is continually being written comes to us from the Germans. For the above purposes nothing can take the place of wide and careful reading or of actual residence among those who speak the language correctly. It is our purpose to give the student of German as much practice as possible in the reading of easy German, and thus to gradually prepare him for the appreciation of classic German literature. We, too, think that it is the teacher's duty,—“not to make the conquest easy, for education means generation of power,—but to remove *unnecessary* obstacles and to proportion the labor to the learner's need and strength.” The practice of introducing beginners at once into the masters of thought and style often results in discouragement, indifference, and defeat. Without doubt, “critical appreciation of the beauties of the great masters is an end which can best be attained by being post-

poned." In connection with both the grammar work and the reading much attention will be given to colloquial drill in the idioms and words that belong to the language of every-day life. Frequent exercises in translation, reproduction of stories, and original composition, will be prominent features of the work in German. We believe thoroughly in the principle that "Writing makes an exact man."

Moreover, one important end in our study of a foreign language ought to be a better knowledge of our own. Experience has shown that with most students, one of the chief obstacles to progress in German or any other line of study is the want of sound knowledge of English. German, owing to its close kinship to English, is especially adapted to supply this want. The kinship of German to English, while not always so obvious as the relation of French and Latin to English, is of fundamental importance, since it shows itself in the most essential and important elements of our language,—its entire grammatical machinery and the most indispensable part of its vocabulary. The student is necessarily led to a careful observation of the similarities and dissimilarities existing between the two languages. Seeming grammatical difficulties in the English are often easily made clear by the inflected forms of the German. In fact, one can not pursue the study of German conscientiously without gaining a better understanding of the idioms and constructions of English.

It is claimed then for the study of German: (1) that from it may be gained the sound discipline obtained from all language study; (2) that it is very valuable as a means of general culture, since it enables the student to more fully keep abreast of the times by adding to his own ideas those of one of the most progressive nations in the world and opens up to him new avenues of pleasure in the world's best literature; (3) that it broadens one's knowledge of English, a very necessary element in modern education.

These statements have been made, not because there is anything new to be said in favor of German, which has long ago established its claims, but because it is believed that the study of German is not properly appreciated in Texas, and that it ought to be given a fair chance to show its worth in the educational system of the State.

OUTLINES OF COURSE OF STUDY IN GERMAN.

First Year.—Beginners' Course. Joynes-Meissner's German Grammar, Part I. Alternative Exercises to accompany Part I. of Joynes-Meissner's Grammar.

Reading.—Märchen und Erzählungen, Part I.

Hewett's German Reader, begun. (This reader contains, besides many excellent short stories and selections from standard writers, four complete longer selections: (1) Storm's "Immenssee," (2) Gerstäcker's "Auf der Eisenbahn," (3) a short drama, "Müller als Sündenbock," by Benedix, (4) "Einer muss heiraten," by Zechmeister.)

Second Year.—Joynes-Meissner's Grammar, Parts II. and III. Review of Part I.

Hewett's German Reader, continued.

Prof. Hatfield's Prose Composition Based on Immensee.

Other written exercises.

Third Year.—Grammar Reviewed. Thomas's German Grammar.
Reading.—Arnold's "Fritz auf Ferien"; Baumbach's
"Schwiegersohn"; Lessing's "Minna von Barnhelm."
Composition. Reproduction of Stories.

HISTORY, CIVICS, AND GEOGRAPHY.

MR. PALMER, MRS. FOSTER, AND MISS PEARSALL.

History teaching in the Normal will be based upon the fact that the mission of the Normal is to prepare young men and women for the profession of teaching. We see the important contribution that the proper study of History makes to the best education when we remember that the best education is that which puts man in the most sincere and intelligent sympathy with his fellow men in all their attempts to solve the social, economic, political, and religious problems that tax the intelligence of the race. As has been often said, History is not a list of dates or a summary of facts; for, however important these may be, the causes or the consequences of an event are often more important than the event itself.

Instruction in History will be given in such a way as to lay the foundation for a more extended study of the subject after the student leaves the Normal. This implies (1) the proper method of approach; (2) accuracy in dealing with historical facts; (3) some familiarity with the methods of historical research; (4) some acquaintance with the sources of historical information; (5) some knowledge of the nature of historical truth. All instruction will be given with the thought in mind that the students of today will be the teachers of tomorrow. Hence the method of teaching History will ever be an important consideration; yet the constant aim will be to lead the student to understand that scholarship can never be subordinated to mere method.

History and Civics are so closely related that it is not deemed wise to separate them in the Normal school curriculum. Civics will, therefore, be taught throughout the course in connection with History and as a part of History. It is believed that the importance of Civics can be best emphasized by thus recognizing its vital and essential relation to History.

Courses will be offered in Texas History, United States History, English History, and General History. Students applying for admission must have a fair knowledge of the history of Texas and of the United States.

In a broad sense, Geography treats of the earth as the home of man. It is defined as "a description of the earth, its structure, features, products, political divisions, and inhabitants." One great purpose in the study of Geography is to lay a basis for the study of the nations of the world, their history, their occupations, and their institutions. The close relation between Geography and History is therefore apparent. All instruction in Geography will have direct reference to this relation. The study of Geography will be closely correlated with the study of History.

As students entering the Normal will be required to have a good knowledge of the subject matter of Geography much time will be devoted to methods of teaching Geography.

PROFESSIONAL WORK.

MR. HARRIS, MISS SHIPE, AND MISS HINES.

In this department will be offered courses in Primary Methods, School Management, Psychology, and the History of Education.

In Primary Methods will be included the study and application of the principles on which approved methods of teaching in the primary grades are founded. The aim will be to appeal to intelligence, to stimulate thoughtful inquiry, to direct systematic investigation, to discover sound principles, to teach normal methods. The purpose will also be to make known to students the means, devices, and appliances used and approved by primary teachers in our best modern schools.

In School Management the aim will be to prepare students to understand and overcome the difficulties encountered in organizing, grading, and conducting schools. Special attention will be given to all questions relating to discipline. The grading of schools and courses of study will be carefully studied.

Psychology will be studied with special reference to its application in teaching.

In the study of the History of Education the controlling purpose will be to find, in the experience of the past, light for the future teacher's guidance.

While in the entire school of Professional Work such exercises will be conducted as will provoke thought, quicken intelligence, and train the mental powers, thus educating the minds of students, yet throughout this course the chief aim will be to give young men and women practical knowledge of matters relating directly to the profession of teaching and distinguishing it from other professions.

VOCAL MUSIC.

MISS BUTLER.

First Year.—(a) Songs will be learned by rote for the sake of their art value and for the voice culture to be gained therefrom.

The songs used will be the best that can be found among sacred, patriotic, nature, and play songs.

(b) Sight reading work will be deduced chiefly from the study of the rote songs.

After a very little experience in reading exercises of simple melodic value, two-voice work will be introduced, beginning with the round and the easy canonic form.

Text used: "Modern Music Primer."

Second Year.—(a) Rote song work will be continued.

Many chromatic intervals will be used in these songs, making future study in chromatic work natural and easy.

(b) Sight reading work will be done in one, two, and three voices, introducing evenly and unevenly divided time and all the tones of the ascending chromatic scale.

(c) There will be careful study of the formation of the major scale and its representation in nine different keys.

(d) The minor scale in its various keys will be introduced.

Text used: Second Reader, "Modern Music Series."

Third Year.—(a) Sight reading work will be given in three and four voices. Choruses from the classic writers will be studied. All possible chromatic intervals not hitherto introduced will be given in this year.

(b) All key signatures will be given in this year, the laws for their formation having been deduced from observation of key signatures that have been used.

Text used: "Loomis's Progressive Music Reader," No. IV.

N. B.—Outside chorus work for all students who show exceptional interest and ability in the music department will be open to members of all classes throughout the year.

PHYSICAL SCIENCES.

MR. FRESHNEY.

Since no branch of science is free from difficulties, even in its elements, effort will be made to limit the discussion of these sciences to elementary principles, avoiding as unnecessary complex phases.

Physics.—The aim of instruction in Physics will be to help the student to acquire:

1. A definite knowledge of physical facts.
2. The ability to recognize the principles studied, in the application of the physical laws met with in daily life.

Chemistry.—This course will afford opportunity to acquire a fair knowledge of the fundamental laws, facts, and theories of the subject. Training in careful observation, accuracy of description and statement, and neatness and dexterity in the conduct of experiments will be the purpose of the work in the laboratory.

PHYSIOLOGY.

MR. STANFIELD.

In this course a careful study will be made of nutrition, respiration, motion, the nervous system, and the sense organs with a view of learning the best hygienic conditions for preserving mental and physical integrity. The class-work will be supplemented by lectures and laboratory exercises and studies. The work will be supplemented by the use of physiological charts, models, and a mannikin.

BOTANY.

MR. STANFIELD.

In this course the plant morphology of types of the principal groups of algæ, fungi, liverworts, mosses, ferns, the equisetum, and lycopods will

be studied. The flowering plants will also be studied with the life histories of a few types, including the phenomena of pollination, fertilization, development of organs and tissues, and discussions of morphological homologies and allied development problems. A study of the tissues of phanerogams and ferns will be made. The identification of selected flowering plants and the preparation of an herbarium will be taught. This course will be supplemented by botanical excursions.

PHYSIOGRAPHY.

MR. STANFIELD.

In this course the geological forces which have modified, and are now modifying, the world will be studied. The physiography of the United States will be especially adapted to students who intend to teach Physical Geography. This course will include several short excursions. The region about San Marcos is especially rich in canyons and hills. There is a back-bone region three and one-half miles in length, locally known as the Devil's Back-Bone, showing many phases of erosion in forming the contour of the world.

ZOOLOGY.

MR. STANFIELD.

In this course the students will study types of each of the five great branches of the animal kingdom. Ample material will be provided for the microscopical study of the various forms of unicellular life, including the sponge and the hydra.

Special attention will be given to the dissection of larger forms, such as the starfish, the holothurium, the mussel, the crayfish, the salamander, and the frog, for the purpose of giving the student a clear view of the development of the physiological functions of the different types of animal life.

LATIN.

MR. PRITCHETT.

It is expected that the Latin course will continue three years.

Freshman Year.—During this year a careful study will be made of the various forms, of pronunciation, quantity, and accent. Also the simpler rules of syntax will be studied, and careful attention will be given to translation from English into Latin. The course will be such as is usually covered in any good First Year's Latin book.

Junior Year.—This year's work will embrace a careful study of the Latin Grammar (except Prosody); a course in Latin Composition based on the texts read. Selections from Eutropius and Nepos, and a considerable amount of Cæsar, will be read and carefully studied with reference to form of words, their construction, their reference to English language, etc.

Senior Year.—The work for this year will consist in reading a portion of Virgil's *Æneid*, with a careful study of Prosody. In the latter half

of the year four orations of Cicero will be read, including that for the Manlian Law. These will be studied not only as Latin texts, but as masterpieces of literature. The student will be required to make frequent written translations, to study carefully the etymology of words, and to constantly compare the Latin constructions and words with the English.

QUALIFICATIONS FOR ADMISSION.

1. *Age*.—No person under 16 years of age at the opening of the session, September 9, 1903, will in any case be admitted to the school as a student during the scholastic year.
2. *Pledge*.—Prior to enrollment each student must sign a pledge to teach as many sessions in the public schools of Texas as he or she attends sessions of the Normal, and that he will not engage in any conduct that in the judgment of the faculty would be prejudicial to the interests of the school, and that he will cheerfully conform to all rules and regulations that may be established for the government of the school.
3. *Residence*.—Applicants for admission to the Normal must either be residents of Texas, or they must declare their intention to become citizens of Texas and take the pledge to teach in the public schools of this State.
4. *Scholarship*.—(a) A student applying for admission to the Freshman Class must have a fair knowledge of these branches: Orthography, Writing, Arithmetic, Elementary Algebra, Geography, English Grammar and Composition, and History of the United States and of Texas.
(b) A student applying for admission to the Junior Class must pass a satisfactory examination upon the subjects named under (a) and also upon the subjects covered by the course of study for the Freshman Year; but a student holding a first grade State certificate, or a diploma from a high school affiliated with the State University, may be admitted to the Junior Class without examination.
(c) Applicants for admission to the Senior Class must, upon thorough examination, show a satisfactory acquaintance with the subjects taught in the Freshman and Junior Classes, and must, in addition, possess a satisfactory knowledge of history, literature, and general information subjects, and, besides, must evince such maturity of mind and give evidence of such ability to think and such habits of study as will justify the belief that they can complete the course in one year.

Students who have satisfactorily finished any year's work at the Huntsville or the Denton Normal will be admitted without examination to the succeeding class at this Normal. Only such students as enter at the beginning of the session will be admitted upon the foregoing conditions. Those who enter later must pass such examinations as may be deemed necessary by the Principal.

CERTIFICATES AND DIPLOMAS.

A student completing the Freshman Course will be granted a Certificate of the Second Grade authorizing the holder to teach in the public schools of Texas for three years without further examination.

A student completing the Junior Course will be granted a Certificate of the First Grade valid for six years.

A student completing the Senior Course will be granted a Diploma which will have the value of a State Certificate valid for life, or during good behavior.

EXPENSES TO STUDENTS.

Tuition.—There is no charge for tuition to any student attending the Normal.

Text-Books.—Text-books will be furnished free; but each student will be required to deposit with the Treasurer of the Local Board the sum of five dollars, two dollars of which will be returned at the close of the session if all the books used are returned in good condition.

Incidental Fee.—Each student will be required to pay to the Treasurer of the Local Board an incidental fee of two dollars at the beginning of each term, or eight dollars a year. No deduction in this fee will be made on account of a student's entering after the opening of a term.

Laboratory Fee.—A laboratory fee of \$3.00, to cover the use of material and ordinary breakage, will be charged each student taking the course in Chemistry.

Board Fee.—Each scholarship student will be required to pay to the Treasurer of the Local Board a board fee of \$18.75 at the beginning of each term, or \$75 for the session. The State will then pay the board for the entire session.

Non-scholarship students pay their own board in full.

Cost of Board.—The prevailing rate for board will be \$15 per calendar month. Some students may secure board for less; others may choose to pay more.

A scholarship is worth \$50 in payment of board. Scholarship students will pay \$75 per year for board in addition to the \$50 paid by the State. Students who do not hold scholarships will pay, as a rule, \$125 for the session of eight and one-third calendar months, or nine scholastic months.

In all cases students pay their own laundry bills.

Sundry Expenses.—These include washing, stationery, and other incidental expenses, and will probably amount to from \$15 to \$25 per session, owing to the tastes and habits of the student. Economy will be in every way encouraged.

There is no charge for tuition in any case.

Total Expenses.—From the foregoing statements it will appear that the total expenses for an entire session for a scholarship student need not exceed one hundred dollars, while the expenses of a non-scholarship student need not exceed one hundred and fifty dollars. The estimates here given do not, of course, include expenses for traveling, clothing, etc. Students will be encouraged to keep their expenses for clothing within moderate bounds; but, to some extent, such matters may be left to the tastes of the individual students and the wishes of their parents.

Under no circumstances can fees be refunded or scholarships be transferred.

SCHOLARSHIP STUDENTS.

RESOLUTIONS OF STATE BOARD.

The State Board of Education has passed the following resolution relating to the appointment of scholarship students for the year 1903-1904:

“Resolved, That each State Senator and each member of the House of Representatives be and is hereby authorized to appoint two scholarship students for the year 1903-1904, to the Sam Houston State Normal School, and the same number to the North Texas State Normal School, and the same number to the Southwest Texas State Normal School; that each member of the State Board of Education and the State Superintendent of Public Instruction is authorized to appoint nine scholarship students to each of said institutions; and the Lieutenant Governor is authorized to appoint six scholarship students to each of the said institutions.”

“Scholarship students, after paying the fees previously mentioned, will receive books, board, and tuition free for one session. Such as show decided ability for teaching and pledge themselves to make teaching their profession, may, upon recommendation of the Principal, be reappointed for the second year without examination, and Senators and Representatives are hereby authorized to make such appointments at any time.”

“Senators and Representatives are earnestly requested, where there are several applicants, to hold competitive examinations in all cases where new students are to be appointed.”

“Vacancies occurring during the session may be filled by the Senators or Representatives in whose districts they occur, without examination. Students thus appointed will be examined by the faculty when they apply for admission.”

“Appointees failing to report within fifteen days after the opening of the session will forfeit their appointments.”

Senators and Representatives are requested to notify the Principal, T. G. Harris, and the State Superintendent of Public Instruction, Arthur Lefevre, of appointments as soon as they are made.

NON-SCHOLARSHIP STUDENTS.

Non-scholarship students will receive tuition and books free, upon depositing library and incidental fees, but they must pay their own board. As many non-scholarship students as can be accommodated will be received. The examinations for admission of non-scholarship students, as well as of scholarship students, are conducted by the Faculty when the student applies for admission.

No distinction is made between scholarship and non-scholarship students as to examinations for admission, or as to diplomas and certificates granted.

COMPETITATIVE EXAMINATIONS FOR SCHOLARSHIPS.

Each Senator and Representative is requested to appoint a committee of three professional teachers to conduct the examination.

Each examining committee will prepare suitable questions to test the qualifications of applicants, and also to determine their relative merits and fitness for the teacher's work.

"Each committee will make a report to its Senator or Representative, giving the grade made by each applicant. Copies of this report should be sent to the State Superintendent and to the Principal of the Normal, as well as to the Senator or Representative."

"It is recommended that these examinations be held early in July, that successful applicants may have time to make all necessary arrangements."

"The State Board of Education strongly urges the selection and appointment of the fittest. Only thus can the best teachers for our schools be secured."

A person desiring to compete for a scholarship should notify the Senator or Representative as early as possible.

Senators and Representatives are urged to bear in mind that this is a professional school, and that no one should be appointed to a scholarship who does not purpose to make teaching a profession.

If practicable, each Senator and each Representative should appoint one young woman and one young man. Men as well as women are needed in the public schools of Texas, and all need the preparation to be obtained at the Normal School.

IMPORTANT TO STUDENTS.

Boarding.—On their arrival, or before engaging board permanently, students should report to Prof. S. W. Stanfield. He will aid in securing pleasant homes in excellent families. Before permanently engaging board, or changing boarding places, students must consult Prof. Stanfield.

Expenses.—Books and tuition are free to all students after paying the library and incidental fees. Scholarship students pay a board fee of \$18.75 at the beginning of each quarter, or a total board fee for the entire

session of \$75, which is three-fifths of the cost of board, the State paying the remainder. Non-scholarship students pay their own board, but are furnished tuition and books free. One hundred dollars will pay all the necessary expenses of a scholarship student, or one hundred and fifty dollars of a non-scholarship student, aside from clothing and traveling expenses. The school is thus placed within the reach of all.

Age and Qualification.—No person who will be under 16 years of age on the 9th of September, 1903, will be admitted. No one who has not a good knowledge of the common branches will be admitted. It is useless for such persons to apply.

Students Can Enter at Any Time.—But all are urged to enter at the beginning of the year, or as soon thereafter as possible. However, those entering later than October 1st can not apply for diplomas, nor those entering later than December 1st for any kind of certificate.

Welcome.—You who desire to qualify yourselves to teach in the schools of Texas, and who have resolved to be real students, will meet a hearty welcome, and all possible pains will be taken to render your stay here both pleasant and profitable. Our mission is to prepare worthy teachers for the schools of Texas. Students should remember that this is a professional school. They must expect, therefore, to spend a good portion of the time in the reviewing of subject matter with which they are familiar as students, but which they must review from the standpoint of the teacher.

Take a Regular Course.—Look up the work, and come prepared to be examined in the branches you understand. You will then enter upon your course with no hindrance.

Untiring Energy.—Without this qualification you can not teach. If indolent or frivolous, you are advised not to enter the Normal School. Only true men and women, who welcome hard work, and whose course is ever onward and upward, are worthy to be admitted to the ranks of the great brotherhood of teachers.

For terms of admission, scholarship appointments, graduation, etc., see previous pages.

Catalogues are sent by return mail upon application. Please direct a postal card to the Secretary of the Southwest Texas Normal School, San Marcos, Texas.

The Catalogue containing announcements for the session beginning September 8, 1904, will be sent to applicants after July 1, 1904.

PERSONS WHO SHOULD NOT ENTER THE NORMAL.

If you desire to prepare for the study of law, medicine, or theology do not come to the Normal.

If you wish merely to obtain a general education, do not come to the Normal.

This is not a reform school. It is not a place for children. Boys and girls incapable of self-control should not enter the Normal.

If you have not completed a course of study that would fit you to enter a good high school, you can not be profited by our work, and should not apply for admission.

Our work is special, and will suit none but those preparing for the

teacher's profession. If you wish to teach in our country schools, our city schools, or high schools, we can give you good instruction by trained and skilled teachers, with all needed helps in the way of apparatus, libraries, etc., and special professional training that will be most valuable. But the Normal School is not a college or a university. If you are merely seeking to obtain a general education to prepare yourself for other than the teacher's profession, do not come here. Our work will not suit you, and we will not be satisfied with you. Only those desiring to prepare for the great work of the teacher should come to the Normal.

BOOKS TO BE USED.

Lists of text-books to be used will be announced later.

FURTHER INFORMATION.

For any desired information not given in this Announcement, persons interested should address the Principal,

THOMAS G. HARRIS,
San Marcos, Texas.



3 0112 105961491